



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group) 2008-09

School: Skyline High School

Target Group: students with low or failing grades at midterm

Target Group selection is based upon: students with low or failing grades at midterm

Key Word: required after-school tutoring

ABSTRACT

This data shows student GPA improvement after participation in Skyline's ASAP (After School Achievement Program) during the first three terms of 2008-09. Students with failing grades in academic subjects at midterm were required to attend weekly tutoring 45-minute sessions after school for the rest of the term. If parents did not want their student's participation they could write a note excusing them from ASAP.

PROJECT DESCRIPTION

Introduction

Skyline's Achievement Plan includes school-wide improvement goals in the areas of literacy, numeracy, and at-risk programs. Skyline's ASAP is one of these programs that has made a very positive impact on student GPA. The ASAP program for students with failing grades has shown student GPA improvement averaging 82% improvement for all three terms this year. This weekly one-on-one with teachers gives our students the opportunity to receive needed support to pass their classes. We believe that ASAP has also helped with improving both our UBSC and CRT scores as well.

Two Skyline staff members run this program that has been paid with QTSA money. One counselor collects and reports ASAP data and one of our teachers coordinates the communication with parents, students and teachers.

Participants

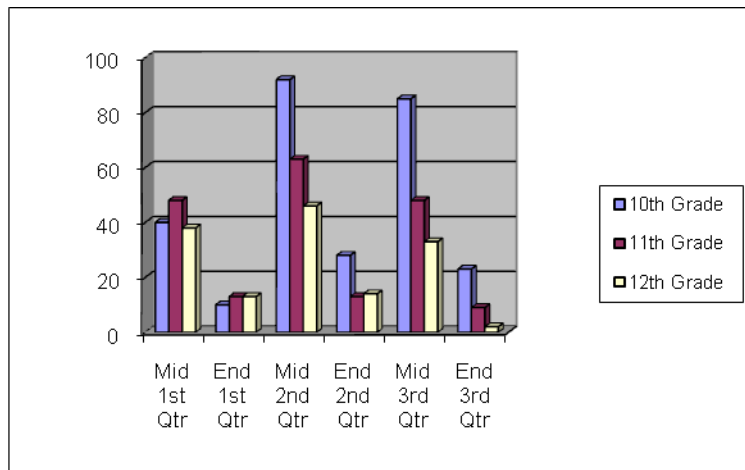
Students with failing academic grades at midterm in English, history, science and math are encouraged to meet weekly for 45 minutes of academic tutoring for each failing grade. Sessions are held Monday through Thursday.

Method

Failing grades at midterm are noted by ASAP coordinators. Parents are sent a letter explaining the ASAP program with the expectation for their student to attend a 45-minute weekly session with their teacher until they reach a passing status. Teachers may end up with a small group of students attend any of their sessions as any student needing help could attend when desired. Usually, though, there is opportunity for one-on-one assistance with the teacher. Detention notices are given to students who do not show up when they should.

Teachers are paid by the number of sessions they hold and turn in their attendance rosters for all sessions.

RESULTS



DISCUSSION

This report includes the data for three of the four terms for this year (2008-09). Data from term four will be compiled in June. 2008-09 is the fifth year Skyline has made this valuable ASAP program available to our students and we have found that more than 80% of our students move their status from failing to passing these academic classes as a result of their committed after-school participation. Skyline administration and faculty feel that our ASAP helps us achieve our goals with our Achievement Plan especially with our at-risk students and will be continued for the 2009-10 school year even without the QTSA funding.